REPORT RESUMES

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BOARD/ADMINISTRATOR RELATIONSHIPS, PROCEEDINGS OF THE JUNIOR COLLEGE INSTITUTES (BILOXI, AUG. 2-4, 1964, ATLANTA, AUGUST 5-7, 1964).

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PARTICIPANTS AT THE INSTITUTES CONSIDERED BOARD-ADMINISTRATOR RELATIONSHIPS IN A FRAMEWORK OF THE MAJOR PURPOSE OF THE COMMUNITY COLLEGE--"TO PROVIDE FOR ALL, YOUNG AND OLD, ABLE AND NOT SO ABLE, WELL PREPARED AND POORLY PREPARED, AN OPPORTUNITY TO BECOME SELF-SUFFICIENT INDIVIDUALS." THE REPORT INCLUDES ADDRESSES ON (1) THEORETICAL BASES FOR BOARD-ADMINISTRATOR RELATIONSHIPS, ESPECIALLY AS APPLIED TO DECISION MAKING PROCESSES, (2) INCREASING THE EFFECTIVENESS OF THE BOARD IN THE AREAS OF PERSONNEL, ORGANIZATION, RECORDS, AND EVALUATION, (3) MEANS BY WHICH THE BOARD AND THE ADMINISTRATION WORK TOGETHER CREATIVELY TO PROMOTE THE WELFARE OF THE INSTITUTION, AND (4) THE ROLE OF THE BOARD IN SELECTING AND WORKING WITH AN ARCHITECT. (WO)

ED013115

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Board/Administrator Relationships

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 12 1967

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INFORMATION

JC 670 884

BOARD/ADMINISTRATOR RELATIONSHIPS

Proceedings of the

Junior College Institutes

Biloxi, Mississippi, August 2-4, 1964

Atlanta, Georgia, August 5-7, 1964

Southeastern Regional

Junior College Administrative Leadership Program

sponsored jointly by the

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Copies available from:

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Gainesville, Florida

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1964 SUMMER INSTITUTE

"BOARD/ADMINISTRATOR RELATIONSHIPS"

EDGEWATER GULF HOTEL - BILOXI, MISSISSIPPI

	Sunday, August 2
6:30 P. M.	Dinner Robert R. Wiegman, U. of F., M. C. Address: "The Junior College: Today's Goals, Tomorrow's Aspirations" - Thomas B. Merson, AAJC
	Monday, August 3
9:00 A. M.	Robert R. Wiegamn, U. of F., Presiding "Theoretical Bases for Board/Administrator Relationships" - Willis A. LaVire, U. of F. Discussion
10:30 A. M.	Coffee Break
11:00 A. M.	"The Effective Board" - Maurice L. Litton, F.S.U. Discussion
12:30 P. M.	Lunch
2:00 P. M.	Maurice Litton, F.S.U., Presiding "The Working Board" C. Ralph Arthur, President, Ferrum Junior College Discussion
	Tuesday, August 4
9:00 A. M.	Willis A. LaVire, U. of F., Presiding "Selecting and Working With An Architect" - John M. Rowlett, Caudill, Rowlett, and Scott Discussion
10:30 A. M.	Coffee Break
11:00 A. M.	"Problem Areas in Board/Administrator Relationships" - James L. Wattenbarger, Director, Division of Community Junior Colleges, State Department of Education, Florida Discussion
12:30 P. M.	Lunch
	Adjournment

1964 SUMMER INSTITUTE

"BOARD/ADMINISTRATOR RELATIONSHIPS"

AIR HOST INN - ATLANTA, GEORGIA

Wednesday, August 5

6:30 P. M. Dinner
Robert R. Wiegman, U. of F., M. C.
Address: "The Junior College - Today's Goals, Tomorrow's Aspirations" - Thomas B. Merson, AAJC

Thursday, August 6

9:00 A. M. Raymond E. Schultz, F.S.U., Presiding
"Theoretical Bases for Board/Administrator Relationships" - Willis A. LaVire, U. of F.
Discussion

10:30 A. M. Coffee Break

11:00 A. M. "The Effective Board" - Maurice L. Litton, F.S.U.
Discussion

12:30 P. M. Lunch

2:00 P. M. Maurice Litton, F.S.U., Presiding
"The Working Board" C. Ralph Arthur, President, Ferrum Junior College
Discussion

Friday, August 7

9:00 A. M. Willis A. LaVire, Presiding
"Selecting and Working With An Architect" - John M. Rowlett, Caudill, Rowlett, and Scott
Discussion

10:30 A. M. Coffee Break

11:00 A. M. "Problem Areas in Board/Administrator Relationships" - R. L. Johns, U. of F.
Steve Knezevich, F.S.U., Gordon Sweet, Southern Association of Colleges and Schools
Discussion

12:30 P. M. Lunch

Adjournment

THE JUNIOR COLLEGE: TODAY'S GOALS, TOMORROW'S ASPIRATIONS

Thomas B. Merson
Assistant Director for Commissions
American Association of Junior Colleges

Introduction

I bring you greetings from The American Association of Junior Colleges. I am always pleased to be able to participate in conferences arranged by the directors of the Southeast Junior College Leadership Program at the University of Florida and Florida State University. During the past few years the directors of this program have substantially stimulated junior college development in the Southern states by conferences such as this, by an intensive program for graduate students designed to prepare tomorrow's leaders, and by innumerable other services which have literally placed the resources of the Center at your call.

Your presence at this conference is particularly noteworthy in view of the many problems which must be solved as the South enters the bright future which seems assured. The transformation which is expected in the southern states during the next few years will depend almost directly upon a substantial change and extension of appropriate post-high school education. The emerging community colleges promise to provide opportunity for millions to better their lives and opportunity for communities and states to achieve new heights of development. I particularly look forward to this conference because you are the people in positions of leadership which can produce the thrust required to achieve these goals. Administrators at the conference must provide leadership in outlining means by which higher education can become a universal experience. Board members by virtue of their positions of leadership are in an ideal position to arrange for the legislation, organization and support which is essential for establishing junior colleges within reach of all. Working as a team, your influence will hasten achievement of new levels of prosperity and opportunity. The southern states have already taken giant strides toward these ends. In less than 10 years Florida has developed a system of junior colleges which already places low-cost college opportunity within commuting distance of 70 percent of the high school graduates of that state. North Carolina during the past year passed legislation which assures the development of about 30 community colleges and technical institutes. Unfortunately many of the southern states lag in their attention to and support of such action. No state dares postpone such planning longer. It is my hope as we discuss means by which board members and administrators can work most effectively together that you will consider how you can cooperatively combine your respective competence in a planned effort to elevate and extend post-high school programs in your state.

Community-Junior College Goals

In dramatic fashion community colleges across the land are extending realistic post-high school opportunity to thousands of youth and adults. Stated in general terms, their success is derived from two specific efforts: (1) to extend opportunity to all and (2) to design and provide programs which are directly pointed toward community betterment. In a word, their mission is SERVICE -- to the individual and to the community. Their efforts are dictated by social and individual needs, not by tradition. Post-high school education is imperative for nearly all youth and continued education is essential for nearly all adults to meet growing and rapidly changing demands of complex technological society. Faced with the realization that high school education is no longer enough and that universities are closing their doors to all but the few who can excel in research and in the professions, men and women, young and old, are asking community colleges for opportunity to prove and improve themselves. Both youth and adults in increasing numbers are recognizing the need for a new post-high school institution which will provide programs not available in traditional colleges and universities -- programs specifically designed to enable youth and adults to be economically independent, and to become proficient in fulfilling citizenship responsibilities. In many states long established community colleges have demonstrated convincingly their ability to bring about profound changes in their students and their community. Both the students who attend, and the communities which support these colleges enthusiastically endorse and acclaim these institutions and their goals. I want to describe some of these successes to you.

You have all had your heartbeat quicken when the "straight A" student receives highest honors at graduation. And your pride and satisfaction increases when he continues to compile a brilliant record and to reach eminence in one of the professions. The climax comes when he returns one day to the junior college to thank his teachers for the inspiration he received in those crucial formative years of collegiate life. This experience repeated everywhere in two-year colleges is convincing testimony that junior colleges provided transfer courses of quality, although senior colleges are sometimes slower than students to recognize this.

You also may have noted another kind of honor student who did not enroll in college immediately after high school graduation but spent several years perhaps in the armed services before he realized the value and the necessity for advanced education. Unlike the student above, this student had such an atrocious high school record, he was denied admission by all the leading universities in spite of his high ability. He begged the community-junior college to give him a second chance, and he welcomed the opportunity to enroll in courses which would bolster his weak high school preparation, even though this repair program would delay his graduation. His teachers remember clearly the periods of discouragement he went through at first as he mastered the techniques of becoming a scholar. And they also remember and admire his persistence in seeking explanations for the phenomena he was mastering. His thousand "whys" were clues to his able teachers that here was a student who someday would be a credit to himself, to his college and to his community. Literally thousands of students like this get a second chance in repair programs in community-junior colleges; we know they are worthy of our confidence.

Another kind of student well known to community colleges is one who enrolls with no clear purpose, and with limited concern about his program or his success. He may be enrolled because his friends are, because his parents want him to be or because college appears to be a means of avoiding alternatives available to him. His first grades give his counselor opportunity to confront him with the realities of college life and the alternative growing up or forgetting college. Skilled counselors frequently have brought about transformations which parents could never achieve, and two-year colleges take pride in their ability to motivate and redirect "later-bloomers."

Thousands of adults find opportunity to improve their lot in readily accessible two-year college programs. The advantages provided by two-year colleges for this group can be illustrated by the middle-aged mother of 3 or 4 children whose home has been broken by tragedy or divorce. Few match the zeal with which she seeks financial independence from a program which qualifies her in one or two years as a stenographer, dental assistant or nurse. One cannot easily forget the transformation in this person from the day she tearfully applied for admission to the day she received her first pay in a position which offered future security. A more difficult problem is posed for the college by the mother faced with similar responsibilities but handicapped by limited occupational opportunity because of race, health or meagre education. No case better impresses on the college its responsibility to improve the community as well as to prepare the person. These few examples illustrate one major purpose of community colleges: To provide for all, young and old, able and not so able, well prepared and poorly prepared, an opportunity to become self-sufficient individuals. Effort is made to provide the following:

1. An open door to opportunity. Special attention is given to those who otherwise would be denied this opportunity. And special effort is made to insure success for those who earnestly seek to improve themselves.

2. A program as broad as the needs of the students enrolled. Students range from 1-99 percentile on every measure: age, personality, ability, preparation and aspiration. Many students could succeed in any college but the majority are students whose characteristics require programs ordinarily not available elsewhere. The programs of the community-junior college must provide for (1) several starting levels, (2) several profitable points of termination and (3) several rates and directions of advancement.

3. Classes within commuting distance. Proximity to the college will motivate many who otherwise would not or could not enroll. It also makes it possible to conduct a vigorous recruitment program directed to both high school graduates and adults. Visibility of the varied program enhances better understanding of the wide range of opportunities which characterize this unique institution.

4. Quality education at low cost to the student. Cost of a college education imposes an insurmountable barrier for many. In addition to registration fees there are books, transportation, clothes, dormitory fees and loss of income. For many

American families, these costs exceed the amounts budgeted for food or housing. From now on increased numbers of families will have not one but several children reaching college age in rapid succession. Tax supported community colleges with no tuition or low tuition, and with opportunity to reduce costs by living at home, by providing opportunity for combining part-time employment with learning, offer the only hope of a college education to fully half our population. As college opportunity is provided for increasing numbers it is imperative that direct cost to the student be kept at a minimum. Community colleges uniformly provide college education at lowest cost to students.

These examples illustrate some of the ways community colleges make effective post-high school education universally available. They are tangible evidence that the welfare and improvement of each student is a paramount concern. Coupled with superior teachers, inspiring teaching and effective guidance, community colleges, the people's college, are providing opportunity for self-fulfillment heretofore unavailable to them.

A second major goal of community colleges is to foster civic, social, economic and cultural improvement in the community it serves. This goal in part is inseparable from the previously described goal because only by improving individuals is general improvement of society achieved. However, community colleges differ markedly from other colleges because they initiate new educational programs following careful analysis of needs of their communities.

Strong, vigorous community colleges have made a remarkable impact on their communities. But, speaking generally, this is a frontier of achievement which offers opportunity for greatly increased effort. Being in close contact with the community it serves is both an asset and liability for community colleges. Administrators know well the bite of community criticism, and this knowledge restrains them from initiating major changes too rapidly. There are, however, many basic relationships with the community which lead to concrete improvement of major proportions. Three examples of appropriate pressure toward community improvement are:

1. Stimulate college attendance. College representatives should interview students in the graduating classes of feeder high schools and should encourage all to attend the local community college. They should give special attention to students with high ability who do not plan to attend college and they should give special attention to those who come from families in which none previously has attended college. Effort should be made to induce at least fifty percent of high school graduates to enroll in college and recruitment effort should strive to raise this to seventy-five percent or higher. Studies universally show that proximity of a college is a powerful motivating force. Its effect is pronounced when the college takes vigorous, positive efforts to raise the educational attainments of increasing proportions of college-age youth. We all know the advantages to a community of a high level of educational attainment.

2. Respond to needs for specialized manpower. A community college which is concerned about utilitarian education will survey the occupational opportunities and manpower needs, will become familiar with manpower needs nationally and will develop programs which will prepare all who enroll for assured gainful employment.

Estimates of the number of new technicians needed to man our national technological development vary and long range estimates are particularly hazardous in view of the rapid changes we are experiencing. Conservative estimates suggest 750,000 technicians will be needed in the next decade. We now produce approximately 15,000 technicians per year from all sources, and although junior colleges appear to be the logical source of specialized post-secondary technical competence, junior colleges today produce less than 10 percent of this work force. Casual inspection of junior college programs has led me to the conclusion that less than 100 junior colleges have near-model comprehensive programs. Perhaps another hundred colleges have good but limited occupational programs. Over half the junior colleges of the nation have made no serious effort to emphasize this important social service. We must dedicate ourselves to this task. No other institution is better qualified to provide occupational competence for three-quarters or more of the nation's labor force. Without delay we must introduce hundreds of new occupational programs in the following general fields: (1) Engineering-industrial-craftsman programs, (2) Programs in allied-medical fields -- dental, medical, nursing, (3) Business fields such as accounting, management, salesmanship and secretarial, and (4) General services fields such as law enforcement, hotel and restaurant management and equipment repair.

These occupational programs must be provided at several levels in each field for two different reasons: (1) to accommodate differences in student aptitude and (2) to provide manpower for all positions on occupational teams.

If community colleges do not substantially increase their attention to these programs some other institution will be created to provide them. Area vocational schools appear to be the emerging type of institution for these purposes and they are a poor substitute for community colleges. I cannot overstress the value of a community college with a comprehensive program which enables each individual to develop his talents to maximum productivity, and which supplies its community with competent workers.

3. Survey your community for evidence of perpetuated chronic social, economic and civic ills and institute programs to correct these. A viable community college cannot

remain indifferent to degrading factors in its community which are correctable through cooperative action and education. Examples of social problems which are readily susceptible to correction by college-centered programs are: (1) Poverty - Sociological studies leading to slum clearance, retraining, and improvement of employment practices are a natural appropriate community service effort for these colleges. (2) Crime and Delinquency. Providing training programs for law enforcement officers and personnel in welfare agencies and correctional institutions and organizing programs planned to eliminate major causes of delinquency are effective when full community support for such efforts are aroused. (3) Health. An increased supply of competent medical assistants and technicians enables a community to extend the influence of its scarce professional leadership. Regularly scheduled forums and medical lecture series can do a great deal to make new health achievements known to the public with a minimum delay. Trained assistants can free greatly overworked public health staff so they have time to help those unable to help themselves. And (4) Civic Competence. The need for an informed electorate is even greater now than it was when our democratic system was founded. Civic indifference is inexcusable. Forums and other schemes for providing opportunity to discuss local, state, national, international and interplanatary developments can effectively raise the level of citizenship competence, the incidence of citizenship participation, and the quality of civic leadership in a community and can produce marked positive civic changes.

In short, the second major goal of two year colleges is to establish clearly as one of its tasks responsibility for organizing programs which over several years will produce testimony to the impact of the community college on social, economic, civic and political improvement. Impact studies to measure and evaluate the effect of these efforts are sorely needed.

Means of Achieving Junior College Goals

To achieve the goals described above will require perserverance, imaginative leadership and cooperative effort. I should like to discuss briefly two kinds of effort which seem essential: (1) Initiative in establishing statewide systems of junior colleges and (2) Better solutions to perplexing administrative problems.

Statewide Systems of Junior Colleges

A substantial increase in community college development in several southern states is urgently needed. The relatively low educational attainment of residents of the southern states of all ages is well known. The lack of availability of post-high school educational opportunities cannot be ignored if the educational level of these states is to be appreciably raised. I believe a well-planned statewide system of community colleges is essential component of any promising plan for a major assault on low educational attainment. Without a statewide plan sporadic efforts will be largely ineffectual and two-year colleges will be severely handicapped in achieving their missions. I believe further that initiative for instituting statewide plans is your responsibility. You appreciate the contributions these colleges can make, you understand the support they need to operate effectively, you hold respected positions in your community and state, and therefore you are influential. No other group is better qualified to influence action to extend opportunity for adequate post-high school education. As a group, perhaps through your state association, you should petition your legislators to provide requisite legislation, assist them with professional knowledge and guide the state plan to satisfactory completion. You will want a plan which embraces the following:

(1) Identifies the locations of needed colleges, and indicates priority in their establishment;

(2) Secures adequate financial support;

(3) Assures establishment of potentially strong institutions by virtue of large attendance areas;

(4) Differentiates between the functions of the several kinds of institution of higher learning and clearly defines those assigned to the junior college;

(5) Tangibly encourages community colleges to establish comprehensive programs;

(6) Provides for adequate state leadership and coordination but preserves a large degree of local automony and control.

Our offices can assist you in many ways in your efforts to expand your community colleges. We now have "legislative guidelines," a "model law" and a professional advisory service to assist you. But the initiative must be yours. From the point of long-range benefits, I believe you could not embark on a more profitable effort.

Perplexing Administrative Problems

Visionary Leadership. Among the factors which differentiate outstanding from mediocre colleges none is more evident than the presence or absence of visionary leadership. The Board and the President in the main provide this leadership, and it becomes a real challenge to them to evaluate their actions and their selection of items on which to spend time, effort and resources. Our Association has many times mentioned the values to be gained from identifying model colleges to which other colleges could compare themselves. It is commonplace for college boards and presidents to congratulate themselves when the college runs smoothly, but no successful two-year college can pride itself in such a record; change, versatility and flexibility must be everywhere in evidence.

Securing and Retaining Inspiring Instructors. Given an adequate system of community colleges and visionary leadership in these colleges no factor is more important to the success of the college than its instructors. Some would even argue that a highly competent staff can bring students to heights of excellence in spite of the deficiency of other factors. As enrollments increase, as student populations become more heterogeneous, as programs become more diversified and as choice of goals become more complex, we will be sorely pressed to find enough highly qualified staff. We estimate a need for 100,000 new junior college teachers in the next decade. We must recruit them from many sources. They must be specifically prepared to fulfill the unique missions of this institution - they won't arrive on our doorstep fully qualified. We must help them to become properly oriented to the students and the challenges of teaching in this institution. And our biggest concern will be how we can keep their preparation current, their enthusiasm for teaching high, their pride in teaching undiminished, and their desire to help students unabated. Much of this can be achieved if the President and the Board make special effort to recognize teaching competence and to foster a feeling among the staff that they do in fact play a major role in contributing to the direction of college effort and to the attainment of college goals. Lasting satisfactions come from recognition beyond that of adequate pay for highly professional services. There needs to develop an excitement derived from teaching excellence.

Effective Student Personnel Services. With a non-selective admissions policy effective guidance is critical to student success. The major responsibility of this service is to enable students to derive maximum benefit from their college experiences. The college strives to match students with opportunities in which success can be found, and maximum development attained. Many students enroll who have most unrealistic goals; professional guidance and advisement can prevent failure for the student and improve the effectiveness of the teachers. A two-year college which does not appreciate the essentiality of professional counselors cannot hope to successfully deal effectively with a heterogenous student body. Few two-year colleges have given sufficient attention to this important service; those which have known its value.

A Rich and Varied Program. Too many two-year colleges are satisfied with providing only a small portion of the total program required to serve well the students who enroll. The following are minimal:

(1) Transfer courses equal in quality, rigor and variety to those in the lower-division of the university.

(2) Occupational courses which assure vocational competence at several levels in a wide range of fields.

(3) General education which really changes student values.

(4) Repair opportunity which provides necessary initial steps to goal fulfillment.

(5) Evening programs which provide opportunity for adults to keep abreast of technical change, and which point to civic and social betterment.

(6) Guidance services which permit each student to attain maximum achievement, and prompt each to make a maximum contribution.

Such programs, tuned to individual student and community needs are in a constant state of flux. Approximately 100 different curricula are required by the most versatile colleges. Two dozen or more major course and curriculum changes should be achieved each year. To achieve these ends calls for an institution that is unique, flexible and versatile with a humane purpose and visionary and fearless leadership. Decisions are rarely routine. The test of your decisions lie in answers to the question: "What action will lead to substantial improvement?" The effort required is not small but the rewards of bringing substantial and lasting effect on your community and on the lives of its youth and adults are unmatched.

Across our nation 700 two year colleges enroll approximately a million students. More than one student in four starts college in two-year institutions. New two-year colleges are being formed at the rate of 25-30 each year. Several states have adopted master plans to create two year colleges within commuting distance of all. Some colleges have 2 or 3 times as many students enrolled in evening programs as are enrolled in day programs. Universities are limiting their programs to upper division and graduate courses, depending on junior colleges for lower division instruction. Industries are growing to depend on two-year graduates for most of their employees. These and other evidences support my conviction that we must intensify our effort to provide the advantages of this opportunity for all our nation. You can do much to achieve this end.

THEORETICAL BASES FOR BOARD/ADMINISTRATOR RELATIONSHIPS

W. A. LaVire
College of Education
University of Florida

My charge today is to examine the theoretical bases for board/administrator relationships. It will be apparent that these theoretical bases are intimately dependent upon and will reflect two elemental considerations. The first of these is the desire inherent in a society to perpetuate its way of life. It is ultimately a question of the survival of a way of life. The second major consideration deals with the best means through which the first can be assured. The first consideration should be rather clear and is commonly acknowledged by all. World societies differ because of the means they elect to assure their survival. Therefore, I shall address myself to the second elemental consideration mentioned; that of the means a society selects for assuring the survival of its way of life.

As a society considers the means through which it can best assure its survival, the first question which must be answered is the one of selecting a decision-making structure that will serve to give the society its direction. In the extremes, a decision-making structure can be selected wherein basic policies are formulated by the masses of people and their designated representatives. Governmental structure is then devised as an instrument through which these broad policies can be implemented - or realized. The election of this structure for decision-making rests upon the premise that the source of wisdom for guiding the society is to be found in the total group, or with society as a whole. This reasoning, of course vests the individual with much dignity and respect.

If, however, a solution to the problem of how best to assure the survival of a way of life is seen differently, an entirely different decision-making structure will result. The opposite extreme of the one outlined above would place the formulation of basic policy for the direction of society in the hands of an elite few, and the masses would then serve to implement these policies. The rationale which determines the make-up of the elite might vary as we have witnessed throughout history: landed elite, titled elite, intellectual elite, power elite, etc. This decision-making structure assumes that the source of wisdom for determining the direction of society resides with such an elite. The masses, and the individual within the mass, accordingly is clothed with somewhat less dignity and respect than in the prior situation.

Where the faith for the best direction of a society is placed with the people, it soon becomes apparent that an informed citizen is necessary; particularly, if the society hopes to achieve status and deems growth to be important. Where faith is placed in an elite for guidance of society, literate masses are not very necessary for the purpose of formulating basic policy, although the necessity for literate masses is increasing for a different reason. For a society to assure its way of life in a highly technical age, let alone assume and maintain a position of leadership in the world, a highly skilled populace is required simply to man the technology and implement policy.

There is not agreement among the world's societies, or for that matter within a single society, pertaining to the most valid source of wisdom for guiding a society's destiny as evidenced by the existence of dramatic differences in decision-making structures. This variation exists because of fundamental differences in the realm of philosophy; particularly, with reference to the question of how much dignity should be assigned the individual citizen. The greater the dignity, the more we will value his participation, judgment, and his right to have a voice in the direction of his society and his own destiny. The true measure of the dignity which surrounds an individual citizen in a society is determined by examining the decision-making structure chosen by a society for giving it direction and assuring its survival. In a society which vests great dignity and worth with the individual, there is little room for a decision-making structure which deprives the majority of its people a meaningful voice in determining the direction their society will take and thereby deprive them of a voice in their destiny.

We have chosen in our society, which we commonly term democratic, to vest the individual with great dignity and worth. We have chosen accordingly a decision-making structure which is in full compliance with this decision. Although this decision was made on purely philosophical grounds, we now have much emperical evidence to support our choice. William Stanley, in his Education and Social Integration, furnishes evidence which indicates that common man (or the masses) can be depended upon for decisions of greater wisdom in terms of the general welfare than can a so-called elite of any make-up. Stanley says:

> Certainly a study of recent polls of public opinion, where the facts are sufficiently clear to permit a definite judgment as to the relative merits of the case, does not reveal that the wealthier or more highly placed portions of the nation are superior in public spirit or in wisdom, to the rank and file.

James Truslow Adams, the brilliant and conservative historian, in his book New England in the Republic, comments:

> The history of New England shows again and again, as a matter of practical statecraft, how the 'wise', the rich, and the 'good' have shown less collective wisdom than the members of the despised lower orders, as well as a more bitter class spirit, a narrower intellectual outlook, and a less broadly human attitude toward life.

This conclusion is further substantiated by the dean of American anthropologists, Frank Boas, in a passage from his book Anthropology and Modern Life:

> The masses of the people. . .respond more quickly and more energetically to the urgent demands of the hour than the educated classes, and that the ethical ideals of the best among them are human ideals, not those of a segregated class.

We do have additional evidence -- don't we? Each of us can observe for ourselves the position of world eminence accorded our society and how the act of holding one's head high comes naturally to a people who are accorded great dignity and worth.

Thus far, we have discussed but one phase of the topic under consideration; namely, the broad theoretical orientation or bases from which all valid relationships must spring, including board/administrator relationships. Before our consideration of the topic can be complete, we must consider the proper roles for both the lay citizen and the professional educator. The theoretical base has been developed for the lay role and, by implication, for the professional role.

Let us examine explicitly the theoretical bases for the professional, including the educator. The professional, or expert, is professional largely because he possesses a particular body of knowledge which those outside of the profession do not possess. He remains expert or professional only so long as he is exercising his opinion within his particular sphere of knowledge. The moment he ventures outside his area of knowledge to express himself, he becomes non-expert and his opinion joins that of other lay opinions with nothing special to recommend it above the others. The most brilliant professional lawyer is out of his element when he tells the professional surgeon how to perform a specific operation. The professional surgeon in turn is out of his element when he tells the professional lawyer how a particular point of law should be construed.

Under the decision-making structure we selected for the guidance of our society to assure its survival, the faith was placed in all citizens as the truest source of wisdom. This decision placed with the citizens the indisputable right to formulate, mostly through their elected representatives today, the fundamental policies which would serve to give the society its basic direction. It left to the experts or professionals the task of implementing or executing these policies. In addition, it provides for counsel of the experts, depending upon the pertinence of the particular body of knowledge possessed by the expert to a given situation. We see our entire governing system in this country and its various agencies and institutions as a system of lay control with professional implementation as a result of the decision-structure we have adopted. It is most easily observed in the public sector of our economy including the military and education systems, but it can be observed in operation in the private sector as well. Large corporate enterprises, for example, are most often under the control of a board of directors who in turn are responsible to the stockholders. Professional business and management executives are employed to execute the broad policies established by the stockholders through their board of directors.

Let's examine the "expert" for a moment - both his strengths and weaknesses. Harold Laski in an article titled, "The Limitations of the Expert", published by Harpers Magazine, had the following to say in connection with the role of the expert:

> "No one, I think, could seriously deny today that in fact none of our social problems is capable of wise resolution without formulation of its content by an expert mind...
>
> But it is one thing to urge the need for expert consultation at every stage in making policy; it is another thing, and a very different thing, to insist that the

> expert's judgment must be final...Above all, perhaps, and this most urgently where human problems are concerned, the expert fails to see that every judgment he makes not purely factual in nature brings with it a scheme of values which has no special validity about it. He tends to confuse the importance of his facts with the importance of what he proposes to do about them...
>
> The expert, I suggest, sacrifies the insight of common sense to the intensity of his experience. No one can read the writings of Mr. F. W. Taylor, the efficiency engineer, without seeing that his concentration upon the problem of reaching the maximum output of pig-iron per man per day made him come to see the laborer simply as a machine for the production of pig-iron. He forgot the complexities of human nature, the fact that the subject of his experiments had a will of his own whose consent was essential to effective success....
>
> The expert, again, dislikes the appearance of novel views. Here, perhaps the experience of science is most suggestive since the possibility of proof in this realm avoids the chief difficulties of human material. Everyone knows of the difficulties encountered by Jenner in his effort to convince his medical contemporaries of the importance of vaccination. The Royal Society refused to print one of Joule's most seminal papers. The opposition of men like Sir Richard Owen and Adam Sedgwick to Darwin resembled nothing so much as that of Rome to Galileo. Not even so great a surgeon as Simpson could see merit in Lister's discovery of antiseptic treatment. The opposition to Pasteur among medical men was so vehement that he declared regretfully that he did not know he had so many enemies. Lacroiz and Poisson reported to the French Academy of Sciences

> that Galois' work on the theory of groups, which Cayley later put among the great mathematical achievements of the nineteenth century, was quite unintelligible. Everyone knows how biologists and physicists failed to perceive for long years the significance of Gregor Mendel and Willard Gibbs...
>
> The expert, in fact, simply by reason of his immersion in a routine, tends to lack flexibility of mind once he approaches the margins of his special theme. He is incapable of rapid adaptation to novel situations. He unduly discounts experience which does not tally with his own...Specialism seems to breed a horror of unwanted experiment, a weakness in achieving adaptability, both of which make the expert of dubious value when he is in supreme command of a situation...
>
> We must ceaselessly remember that no body of experts is wise enough, or good enough, to be charged with the destiny of mankind. Just because they are experts, the whole of life is, for them, in constant danger of being sacrificed to a part; and they are saved from disaster only by the need of deference to the plain man's common sense."

If Laski's argument is valid, then it is indeed fortunate that this society established the decision-structure it did -- perhaps it is, again, a clear example of the common sense of the total group.

Thus far, we have examined the theoretical bases from which lay and professional relationships must spring in the governance of our society. We have seen that the basic consideration in our society, as in others, is the question of survival of a way of life. The means we have chosen to assure our survival is reflected in our structure for decision-making, and it may vary from society to society. Our decision-making structure reflects a very basic and undeniable faith in the collective judgment of the populace and expresses the profound dignity and worth with each citizen is clothed.

It can be demonstrated, as we have seen, that empirical evidence over the long run tends to support the philosophical position we took as a people in establishing our decision-making structure.

Under this structure for decision-making it makes as little sense to argue that professional educators, because of their body of knowledge, should have final authority for shaping the direction of our education as it does to advance the proposition that only experts in political science should have final authority for shaping the direction of our society because of their peculiar understandings in the realm of politics. It is well-accepted that whoever controls the educational system also controls the direction of the society. In either instance, the direction of society would be a matter for consideration of an elite few. Our structure for decision-making protects against the misguided use of the expert's special knowledge. It was also pointed out that the decision-structure we have selected provides an area which is the legitimate domain of the expert or professional. It is wasteful and foolish for the person with non-professional knowledge to have ultimate authority in areas where professional knowledge is prerequisite to successful performance. Lay knowledge is as poorly qualified to dictate to the physician on medical matters, or the educator in the province of learning, as the medical man or the educator is poorly qualified to exercise final judgment concerning the ultimate values a society will cherish.

We have moved to the point in our discussion where it is time to consider the lay and professional roles in education in terms of the theoretical bases thus far developed. I believe that where serious friction occurs in board/administrator relationships, it is largely engendered because of an insufficient grasp or understanding of the proper role for the various participants within the structure for decision-making we have established in our society. This observation applies equally to public or private education as well as to "lower" or "higher" education.

Dr. R. L. Johns, in 1961, in a speech dealing with organizational structure for junior colleges and addressed to the Junior College Administrative Teams Institute, made the following observation with respect to the legal structure for junior colleges:

> ...The legal structure of a junior college is the external system created for its government and control as distinguished from the management provided by the president and his faculty. The legal structure differs for private and public institutions. Furthermore, private institutions differ from each other in legal structure and so do publicly supported institutions. Despite these differences, practically all junior colleges both public and private operate under some type of board. This legal pattern at once raises the question - what types of decisions should be made by the board and what types of decisions should be made by the president and his faculty?

He then went on to delineate these two areas of decision groupings in the following manner.

> ...There are two basic types of decisions. One is decisions with respect to basic programs and policies and the other is executive decision-making within the limits of established programs and policies. Decisions on basic policies and programs should be made be the governing board of the institution after giving full consideration to the recommendations of the president and the faculty. Executive decision-making should be made as near the scene of action as

possible within the limits of established policies and programs....

During the remainder of the discussion, I shall attempt to apply the rationale thus far developed to the area of board/administrator relationships. We will be dealing, then, with the problem of who should be making what decisions and why.

Since the theoretical bases for board/administrator relationships are located in the nature of the decision-making structure we have embraced, I shall use it as the instrument through which we can project desirable and legitimate roles for lay and professional personnel. I will employ a device which I term a decision-structure model to assist in the illustration. It encompasses the total area of decision-making and its basic reference will be our society. It has three components: (1) policy formulation; (2) policy implementation or execution; and (3) policy evaluation. Each component will be examined in terms of the proper role for each party involved and the theoretical bases which serve to substantiate the role.

In discussing the first component of the model, policy formulation, I will be referring to that kind of broad, basic policy which serves to give an educational institution its direction. Policy which will serve to provide answers to such basic questions as: what are the values we want our young people to hold and cherish when they have completed the phase of their education through this institution? What understandings, skills, or knowledges do we desire them to have upon completion of their stay with us? Who shall be educated, to what extent, at whose expense? What kind of behavior do we desire of our youth as an outcome of the educational experiences we have provided? What part of the overall outcomes we establish for our students can be most effectively assigned to our institution and which of them should we ascribe to other institutions? What constitutes an adequate provision of resources for accomplishing these purposes and how do we provide these resources?

Upon looking at the structure for decision-making which gives our society its guidance, it becomes obvious that final decisions concerning these kinds of questions can reside only with the governing board. It is a generally accepted axiom in our society, as well as in others, that the group which controls the outcome of educational experiences in the form of values, behavior, and beliefs, controls not only the direction of education, but the direction of the society as well. In terms of our model, effective control is contingent upon two components: (1) in the area of policy formulation; and (2) in the area of policy evaluation. Both components are vital to effective control; particularly, if policy formulation is directly influenced by policy evaluation as it properly should be.

Since effective control is dependent upon having the final voice within two components of our model, it follows that to be consistent with our theoretical base in the form of the structure we have selected for determining the direction of education and society, that the public judgment must be the final judgment in these two areas. This means that policy formulation and policy evaluation pertaining to education are lay functions. Policy formulation and policy evaluation are, therefore, functions wherein final authority is, and must be, vested with the people, and the people will normally express this authority through the governing board which represents them. For one purpose or another various segments of the population may establish private educational institutions, but the principle still holds. The lay group should still retain the final authority in these two areas of the model.

By what right does the private citizen exercise such authority? He exercises it because of the profound dignity and respect his decision-making structure has bestowed upon him -- because of his unique position as a free citizen in a free society. As a free citizen he has the right and the obligation to exercise his judgment in matters relating to his and his society's ultimate destiny. We might ask, "What, then, is his basic reference, his stock-in-trade, his raw materials, which he can draw upon for the purpose of making these decisions? The "stuff" from which these decisions are molded are the values he holds. He values certain outcomes (in the way of behaviors, skills, understanding) above others and these outcomes may be subdivided in different fashion; for example, according to ideological or philosophical values, social values, economic values, moral and spiritual values, and political values. He expects that when these values find expression through implementation that the direction is given for education.

Does the professional educator have a role in policy formulation and evaluation? We know, of course, he does, and in two respects. In the first place, he is an equal member of the larger public, and as such, he has a voice equal to that of any other in basic policy formulation. In addition, he serves in an advisory capacity to the group, usually to their governing board, on matters involving basic consideration. Beyond this, he is responsible for developing executive policy necessary to the effective realization of the purposes set forth by the governing board. His authority, then, in establishing basic policy which will give education its purposes is limited to that of any other citizen. Any additional influence he has, because of his advisory capacity to the governing board or as a result of his charge of implementing policy, can only exist in accordance with the wishes of the governing board and the larger populace it represents. This additional influence can be accepted or rejected depending on the will of the group. In other words, the final authority for decisions resides with the people and they exercise this authority through their representatives on the governing board. Beyond that of any other citizen, the authority of the professional educator, including the junior college president, can only be advisory in nature. He has the obligation to make his professional knowledge available and to express his views concerning the various policies, but his advice can be accepted or rejected depending upon the will of the board.

What kinds of chief responsibilities will the board member have, then, if he is to exercise effectively his authority in the formulation of basic policy? Collectively, the board will choose a chief administrative officer and work harmoniously with him. The board will identify desired outcomes for students and express these expectations in terms of broad purposes which will give guidance to the entire educational enterprise. It will provide resources in the form of personnel, plant and equipment, and supplies necessary for the realization of the purposes it has established. It will establish and maintain an effective means of communication with the larger group it represents. This involves communication flow in both directions--board to community and community to board. The board will establish a means for evaluating the desirability of the purposes which it has set forth and how effectively they have been realized. The board will, finally, if it is to realize maximum effectiveness, accept the responsibility for acting as a cohesive group. Some boards never become a cohesive group, they simply remain an aggregate of individuals. To become cohesive there must be the acceptance by all of the higher service to the total group they and their school are serving. If a board does not think of itself as a responsible group, it is frequently the case that individual members feel that they represent a particular cause or part of the community. Board decisions are often the result of jockeying for position, not the result of deliberation on over-all strategy or tactics for improvement of the institution. In this instance, the higher service is most often subverted for narrow purposes and goals.

It is now time to move on to our consideration of the component in the decision structure model which I termed policy implementation or execution. What are the proper roles in this area for lay and prefessional personnel? I suggest that before we can determine this, we must examine the knowledge a person has which serves to distinguish him as a professional educator. The snap answer usually is that he is very knowledgeable in a subject field such as history, mathematics, or administration. Although this is an essential qualification, it is not the only one, and by itself, it does not qualify a person as a professional educator.

To illustrate this point, we need only to remind ourselves that a very knowledgeable business administrator may not be at all qualified as an educational administrator, although he may have more knowledge than the educational administrator concerning organization and administration. We usually can find persons within our immediate public who know more history, mathematics, medicine, or whatever, than do our teachers of these subjects. This knowledge alone, however, does not qualify them as professional educators.

What then makes up the body of knowledge which qualifies a person as a professional in education? In addition to his subject content, he needs intensive and specialized knowledge about how, and under what conditions people learn best. The president of a junior college must understand the basics of organization and administration, finance, school plant planning and maintenance, utilization of supplies and equipment, deployment of professional and non-professional personnel, and transportation. He must, however, possess also thorough knowledge in other areas which would otherwise create intolerable obstacles in his attempt to establish the structure which will lead to the fullest implementation of policy which, after all, is his basic responsibility.

Specifically, he must be well-grounded in learning theory, in the psychological considerations of how and under what conditions people learn best. This of course requires knowledge as a base for structuring the sequence and scope of learning experiences (which we call curriculum). This is dependent upon a knowledge of human growth and development. How much importance does one attach to matters such as self-concept, interest, motivation for learning? If important, by what means can we best achieve this? Most importantly, the president, as a professional educational administrator will have a grasp of organization and administration and the entire province of learning which will most fully realize the purposes determined by the governing board.

Although the governing board may be advisory to the president in matters involving the implementation of educational purposes, it should be emphasized that the lay role in this respect should be advisory only. The final decision involving professional considerations, which we call executive decisions, should be vested with the professional. It is an ineffective board which fancies itself as capable of making final decisions in this area. The further result is predictable -- an ineffective professional administrator and a relatively low achievement in terms of the purposes the board itself established as important. Few board members are professional educators and we delude ourselves if we think that our experiences as students for 10 or 20 years qualifies us to make decisions which lie in the realm of professional education. Your advice is honestly sought and often accepted, and this is as it should be, but do not confuse this with the notion that you are being invited to exercise final judgment in the professional area. The lay role in matters of curriculum construction, selection of appropriate teaching materials, and assignment of personnel should be advisory. The expert will know best how to combine and utilize all of these tools to best achieve your purposes. Sometimes when professional educators do not understand their role, they invite lay persons to make decisions concerning the curriculum, how to teach, and the selection of supplies. In effect the professional is saying through this deed that he is not a professional at all. He has no particular body of knowledge, before the eyes of the public, which he can embrace. The professional educator who does understand his role will also invite the public to contribute ideas and suggestions in these areas, but he will make it abundantly clear that the final decision in executive matters will reside with those who are expert in such affairs.

The layman should find little to fear in this arrangement. In fact, he should be most anxious to fully realize the purposes he sees as important. This can best be accomplished through the guidance of a trained professional. He needn't be overly concerned about curriculum matters, for after all curriculum is simply an instrument which the professional fashions for the specific job of accomplishing the purposes which his governing board has set for him. Lastly, the final authority for policy evaluation and its achievement resides with the governing board. At this stage the board will determine the propriety and wisdom of the policies it has set. It will also be determining, once it is satisfied its policy is desirable, just how effective its executive officer has been in implementing the policy. It has the option of being pleased or displeased with the manner and the degree to which the policy has been effectively put into practice. If, in the judgment of the board, there has been too much slippage or inefficiency in the implementation of policy, it can express its dissatisfaction by replacing its professional executive.

An analogy might serve to illustrate this point. The basic decision of whether one should have an operation, which the surgical specialist advises, rests with the patient. Should the patient decide to permit the operation, he is indeed indiscrete and unwise if he attempts to tell the surgeon how to hold his scalpel, where and when and in what manner to make the incision, etc.

There is a role for the citizen -- a role which reflects the fundamental and profound dignity and worth accorded the individual in our society -- a role which is guaranteed by the decision-making structure we have selected to assure our way of life.

There is a role for the professional educational administrator -- a role which he can competently fill because he is a professional. It is a vital role for the noblest of purposes are as nothing unless they are realized. The outcomes we seek are contingent upon two factors. First of all the outcomes must be identified and stated. Secondly, the means for accomplishing them must be established. Without either step, no planned results can obtain. Both steps are essential for the effective progress toward identified outcomes.

I know that this has been a rather lengthy, and yet vastly incomplete, rendezvous with the topic. It is my hope that the relationships between the decision-making structure we chose as a people to assure our survival, and the implications it holds for the lay and professional roles in education, have been demonstrated. Through this understanding, we can view more clearly the nature of the relationships which should exist between the board and its administrator.

I have had a clear advantage in discussing this topic. I have not been hampered by the practical consideration of sorting decisions into two piles; one labeled "policy" and the other "executive". This is a long and arduous task and requires constant attention, patience and skill by all involved in the task. One feels secure in the knowledge that this task will receive appropriate consideration, as evidenced by the fact that well-intentioned, intelligent persons like yourselves have voluntarily gathered here for these few days, despite a demanding schedule, to explore their relationships more fully. This, in itself, demonstrates more clearly than words, that free men are concerned!

THE EFFECTIVE BOARD

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The title of these remarks was chosen long before I gave any thought to what I would say and as you would expect, it is something of a misnomer. "How to Make the Board More Effective" is a more descriptive title. I claim no originality for these suggestions; I found out a longtime ago that my original ideas tended to be not so good and my good ideas tended to be not so original.

There are, in the United States today, more than 35,000 trustees, or board members, whose actions affect the education of more than four million college students. Boards vary in size from 3 to 115 with a median size of 15. Board membership is attained in many different ways. Some members of boards are appointed by the alumni, by the governor of the state, or by other persons or groups; some are elected by popular vote; some are elected by religious or civic groups; and some are members by virtue of other offices which they hold.

There seems to be a growing tendency for the board members of public junior colleges to be elected by popular vote. This tends to separate the junior college from other institutions of higher learning, for only in rare instances are board members of public senior institutions elected by popular vote.

There is also a tendency for the powers of the boards of public junior colleges to be restricted by state agencies. This, undoubtedly, is the result of increased financial support at the state level.

There are many ways to bring about improvement in the effectiveness of the work of a board of trustees. I should like to discuss some of these ways under four headings: Personnel, Organization, Records, and Evaluation.

The obvious way to bring about improvement in the effectiveness of the board through personnel policies is to improve the quality of the personnel who are on the board. In other words, get better persons appointed or elected whichever is the case.

There is an Arabian proverb which holds that mankind is divided into three classes: those who are immovable, those who can be moved, and those who are movers. We want all of our board members to be of the last class but we happily settle for a board composed of members from the last two. (Is there a board represented here that does not have at least one member from the first class?)

A word of caution to you presidents who work with boards whose members are elected by popular vote. Before you start manipulating to get a certain person elected remember you are entering the political arena and politicians play rough. Enter cautiously, protect yourself at all times, and don't risk more than you can afford to lose.

But selection of competent members is not the only personnel problem. We should, if possible, maintain a balanced board. It is important that all segments of the constituency be represented. Sex, age, special competencies, place of residence, experience on the board are some of the factors that we may want to consider in maintaining a balanced board.

And then perhaps the most important question of all. What do we do about termination of services? In the case of the board member who is elected, this may not be a problem. But he had a decision to make when he decided to run for re-election, the same decision an appointed board member must make when he accepts appointment for another term. Perhaps each member should ask himself the following simple but searching questions: (a) Do I continue to be strongly interested in the institution? (b) Am I providing effective support and assistance? (c) Do I have confidence in the effectiveness of the board itself? (d) Am I at least as well qualified to serve as anybody who might take my place? (e) Is my continuing membership likely to strengthen the caliber and unity of the board? and (f) Is the service I am performing on this board at least as significant as any other service to which I might devote the same time?

These questions are personal and do not produce precise answers but may be useful in helping a board member arrive at a decision.

ORGANIZATION. The function of an organizational plan is to provide a framework which will make relationships among people more logical. We draw charts showing lines of authority and responsibility because the basic structural pattern must be clear. However, we must not forget that people are involved and each person will shape the position he holds. Don't worry if the lines wave just a bit and the rectangles are not symmetrical. Too much concern with structure is a sure sign of danger.

A board does not operate in a vacuum; it is shaped by outside influences. Laws, constitutional provisions, traditions, commitments, regulations, and wishes of the constituency all help to shape the organization of the board.

Organization alone accomplishes nothing; the ideal board would be the board that never gave a thought to organization. (Undoubtedly this would have to be a one man board.) Most of the time and energy of the board will be devoted to shaping policy and furthering program but some time should be devoted to organization. Just as a wise woodchopper, given 10 minutes to fell a tree, spends 2 minutes sharpening his axe, so a wise board will pay some attention to organization. A poorly organized board may continue to exist but it will not thrive.

In determining the organizational plan and operational procedures, a major factor to be considered is size. How big should a board be? Small enough to act as a deliberative body and large enough to carry the necessary responsibilities give us a floor and ceiling.

The small board will almost always consider all items as a board. The large board will depend on committees. There are three kinds of committees that are frequently used: standing, special, and co-ordinative.

Standing committees are well known and well criticized. Familiar examples of the standing committee are program, personnel policies, development and budget committees. These committees are appointed for a period of time (usually a year) and they expect to have referred to them all appropriate items. In other words, they are standing by, waiting for an assignment.

A special committee is a committee appointed to perform a particular assignment. Examples are a committee to screen applicants when the board is selecting a new president, (Now why did I have to pick that for an example?) a building committee, and a nominating committee. These committees are relatively shortlived.

An executive committee is a good example of a co-ordinative committee. It is necessary when the board is large and meetings are infrequent. It serves an important function; indeed the chief criticism is that it tends to do all the work of the board.

Regardless of type of committee, its functions must be stated clearly (in writing) when the committee is appointed. Functions of standing and co-ordinative committees are usually found in the by-laws; those for the special committees will usually be found in the board minutes.

A committee has only those powers delegated to it by the board. Its actions must be approved by the board in advance or ratified afterwards. Committee members should be guided accordingly.

The appointment of committees offers a most interesting and creative job for the chairman of the board. What he wants are persons who are interested and competent. Unfortunately there aren't enough of these to go around. So he must choose a competent person and get him interested or an interested person and give him enough help to do a competent job.

Strictly speaking a board operates only when it is meeting, but we all know that, in fact, it has a continuous life. No person should accept a position on a board unless he is in position to devote more time than is required to attend all meetings. The meetings, though, are the high lights and the impressive moments usually come during the board's sessions. In fact, all binding decisions must be made at these times and if the board is to be an effective one, these meetings must be planned in great detail.

Planning the board meeting is usually the job of the president who maintains close liaison with the chairman of the board. With an annual plan as a guide, each meeting should be carefully planned to help meet the objectives that were set up for the year's operation. Unfortunately, there is never enough time to consider all the items that should go on the agenda. A priority list must be established and only those items of highest priority can be brought to the board's attention. The agenda, including a brief explanation of each item, should be placed in the hands of the board members as early as possible.

Here are some suggestions that may be helpful in getting more out of your board meetings:

(1) Reduce patterns and procedures to routine as far as possible. Don't spend time

on decisions that are trivial such as when and where to meet. Handle routine matters in a routine manner. But remember that "variety is the spice of life." Have a regular place to meet somewhere else occasionally. Have a regular time to meet but meet at some other time occasionally. (It is just possible that the old boy who goes to sleep on you on the second Tuesday night of each month may make a definite contribution after a breakfast meeting.)

(2) Reports made to the board should be as well presented as possible. The presentations should be brief, easy to understand, and interesting. This suggests that the best qualified person on the staff should be selected to make each presentation. Presidents, don't be afraid to have the bright young persons on your staff appear before the board. They can't look good without making you look better. Remember, you hired them.

(3) Adopt some rules to follow. Robert's Rules of Order are the best known, and most widely used. I recommend their adoption and a rather strict adherence to them. In the long run, a certain degree of formality will save you time.

(4) Save as much time as possible for discussion. The discussion sessions are the essence of board work, for it is through discussion that the talents of all the board members are utilized for the solution of difficult problems.

(5) Make meetings as brief and interesting as possible. If the board members are the kinds of individuals that you want on the board, their time is valuable and there are many other agencies interested in their voluntary service. Keep them as long as there is work to be done but don't waste their time.

And please make your meetings as interesting as possible. Someone has said, "Not all board meetings are dull; some of them are cancelled."

RECORDS. There are three types of records that must be maintained by boards.

1. Constitution and by-laws. The constitution states the purposes of the institution; the by-laws serve as a procedure guide. Both should be reviewed periodically to determine if changes are needed. Read your constitution to see if it says what you think it says (The U. S. Constitution didn't say what some of us thought it said) and don't be afraid to make changes if changes are needed. But change for the sake of change is not progress.

The boards of public institutions probably have no constitution; instead they will be guided by extensive, and sometimes hard to interpret, laws. The more inportant of these laws should be pulled together and given to board members for their guidance.

2. The second type of record that a board should keep is a record of its policy statements. From time to time policy statements are issued and when they are, the statements should be published and distributed to those concerned. This is usually done but one additional step should be taken; a collection of policy statements should be made.

Policy is frequently made without board members being aware of it. Has this ever happened in your board meetings? A matter is brought up for discussion; someone suggests a similar matter was discussed a few months ago; the secretary is asked to look at the minutes and report what was done at that time. When did the action become policy?

I suggest that it might be a fruitful project to have the board minutes examined periodically to determine just what has become a part of policy.

The indispensable records are, of course, the board minutes. These minutes, including the minutes of the committees, are so familiar we need not mention them except to say they should be accurate and they should be kept in a safe place.

A most useful device for board members is a board manual. This document, a loose-leaf notebook to facilitate the making of changes, should be the property of the board issued to the board member for the time he serves on the board. There should be a limited number of these attractively bound notebooks and they should be guarded zealously.

Catching the image of the college on paper is a difficult and challenging job but it can be done. You manual will be unique but it will probably include: a description of the college, a statement of the purposes of the college, constitution and by-laws (private) or most important laws (public), a statement of policies, an organizational chart, a membership list with addresses and telephone numbers, and a list of committees with the duties of each.

This document is useful for all board members but it is especially helpful to the new board member.

EVALUATION. It is human nature to want to know how well we are doing. Board members are human. It they are doing their job well they want to know it; if the job is not being done well, they need to know so corrective action can be taken.

In evaluation we may be talking about two things; evaluation of the program of the college and evaluation of the work of the board. These are interrelated but not exactly the same thing.

We normally relegate the evaluation of the program of the college to the president and his staff for they alone have the necessary facts. But evaluation is more than just data gathering; interpretation is needed. And in interpretation the board members can be extremely helpful because of their diverse backgrounds, interests, and talents. Board members may think of areas that we professional educators have not considered important or measurable. I feel reasonably sure that the concept of unit cost in education (cost per student semester hour of credit, for example) came from a business man on somebody's board. We still have educators who consider it immoral, or at least suspect, to measure education in this way, but it is an extremely useful device if used properly.

At times, the program of the college and the work of the board are evaluated simultaneously. This occurs when an institution seeks accrditation or when it is revisited by an accreditation team.

In addition, I think each board should periodically evaluate itself. One or more committees should be appointed to examine carefully organization, operational procedures, records, personnel policies, and morale as well as other areas.

Or the board might prefer to hire an outside group to make an evaluation of their efforts. This would have the advantage of objectivity and would probably be a more thorough evaluation but it is expensive.

There is one other area the board may wish to evaluate - the president's job. To some extent this evaluation is being made constantly but it is possible for the college to make progress in spite of the president rather than because of him. Perhaps the kind of evaluation I am talking about is implied in this statement of Isaiah Bowman upon his retirement from the presidency of Johns Hopkins University:

"Everytime the board of trustees meets, the agenda paper should contain but two items. The first item ought always to be 'shall we fire the president today?' If the answer is 'yes', then item two on the agenda should be, 'who are to serve on the committee to select a new president?' The board should then adjourn. But if the decision on the first question is 'We shall not fire the president today,' number two should be, 'What can we do to support the administration?'"

We have looked at four aspects of board operation: personnel, organization, records, and evaluation. Robert Hutchins has been quoted as saying, "The university that is run by a board of trustees is badly run for they know nothing about education." I am sure Mr. Hutchins would extend his coverage to include junior colleges but I cannot agree with Mr. Hutchins. The incongruity of a group of unpaid, part-time laymen telling a group of full time professionals what to do is obscured by the tremendous job that has been done. But we must not rest on our laurels. Dr. Merson has issued the challenge by indicating what he thinks is ahead for us; we know that our philosophical base is sound (Dr. LaVire). Our failure or our success will depend upon the job we do at the operational level.

THE WORKING BOARD

C. Ralph Arthur
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A college President once said, "I want the Board of Trustees to approve the budget and audit the books and nothing more." It is not surprising to learn that the trustees of this institution did very little to help in its development. There are other views of the role the Board of Trustees should play in the life of a college, ranging from the concept that the Board should work the "daylights" out of the President and do nothing themselves, to the other extreme that they should run the college meddling in all administrative operations and using the President as a "lackey boy" to help them. Somewhere in between lies the proper relationship - one through which the President and the Board of Trustees work together creatively to promote the welfare of the institution. Trustees can, through involvement, be used to further the goals of an educational institution. This is my thesis, and it will be based on three premises.

First, most Boards of Trustees are, or should be, composed of topflight people who are talented, progressive, and energetic. In short, the kind of people who get things done. Many may be executives in business or in other walks of life who are accustomed to making far-reaching decisions every day. They have experience and abilities which a college could use but which it could not afford to hire.

Secondly, these able trustees can be brought into relationship through involvement in the affairs of the college and through commitment to it through which they can, and will, contribute these talents and energies as well as significant sums of money in a manner which will not encroach upon the administration's rights and prerogatives or depart from the policy making role of the Board itself. In fact, it would be a real waste of manpower not to use such people and thus deny the college the great contribution they could make to is, as well as the great satisfaction that they themselves would receive from it.

Thirdly, trustees, and other people for that matter who work in the volunteer programs of the college, will support the institution in a significant way financially and otherwise if they become so involved that they feel personally identified with it. They must be led from an attitude expressed in the saying, "You have a good college here, Doctor, and I am proud to be associated with it," to "We have something really vital and important here, Doctor, and I am happy and proud to be a part of it; now, what can I do to help you make it better?" This philosophy can best be illustrated with the story of what one trustee has done for his college. The first contact the President had with him was when he was invited to visit with the man and his wife in their home. He was surprised at the invitation because he had tried several times unsuccessfully to see the man at his office. When the couple presented him with a check for $500, he thought he had hit a gold mine and was quite elated, only to learn years later from the gentleman in question that he had given that $500 simply to get rid of him for at least another year. The second contact between this trustee-to-be and the President came through a financial drive in the county for $150,000. The man became Chairman of the Special Gifts Committee and was involved in the work of the college. Accordingly, he made a gift of $7,000 himself. The third contact came when the man was made a member of the Board of Trustees. As Chairman of the Committee on Business Affairs, he became involved in the several operations of the college. Through this involvement, he learned a great deal about the college and what it took to run it. Accordingly, he began to contribute $10,000 annually to the institution.

When he became Chairman of the Board of Trustees, he really became involved and had almost daily contact with the institution. Through this involvement, he learned of the real needs of the college and started a movement for an annual fund among the Board of Trustees. His gift went up to $100,000. Then he indicated to the President that he was making his will and was putting in several hundred thousand dollars for the college as a memorial to his mother. When asked to consider erecting the building he had in mind while he was still living and could contribute to its planning and watch it grow into a reality, he decided to give the college a chapel. Once thus committed, he worked with the President in getting three other trustees to assume projects of this same nature. Since his retirement from the Board, he has become Chairman of the Development Committee and will have the opportunity to urge people to do likewise. The President has only one problem, namely, how to get this gentleman to keep the money he has in his will designated for another project once the chapel is completed. This, then, is my thesis, and I sincerely believe that the success or failure of colleges in the future will depend upon the involvement of trustees and their willingness to work for the development of higher education.

The first point I would like to make in developing this philosophy is that a Board of Trustees has to be made up of people who are willing to work if the Board is going to be a working board. This will depend upon the enlistment of the people who will have something to bring to the college. Enlistment involves two things of interest to us. First, identification of the right kind of people; and secondly, convincing them that they should serve on the Board of Trustees. There are many people in the constitutency of a college, whether it is a church-related or community institution, who are anxious and willing to be called upon to become members of the Board of Trustees. These people are not at all hard to identify. The people who can mean most to the college are people who stand out as leaders in the affairs in the community and the church. Those responsible for recruiting trustees simply need to know what is desired in the person for whom they are looking. Professional fund raisers say you want to find men with influence or money, or preferably both. This may seem somewhat mercenary and surely more is desired of a trustee. It is essential to know what qualities are important. Once decided upon, people who have these qualifications should be found. Every Board of Trustees should draw up a formal set of standards for this important responsibility of trusteeship. These standards should serve as a guide for the recruitment of people who will make up a working board.

This does not mean that you will always get people who will have all of the qualities, but the ideal will be better approached if an effort is made in this direction. For example, the President of General Motors may not be willing to serve on the Board, but the Vice-President might be. All Boards of Trustees cannot have the Chairman of the Board of Dupont, for example, but the Board may be able to recruit the Presidents of some small local businesses who might be able to do more for the college because of their community interest. There are enough people available to staff the Boards of all of the colleges. Ferrum Junior College has a list of one hundred potential trustees we would like to have. The names will not necessarily be those of nationally known leaders, but are men and women who have been successful in many walks of life, and are people who can enrich the life of the college.

Once the people have been identified, they must be sold on the college if they are to be made into working trustees. This selling program includes not only information which will encourage them to get into the work wholeheartedly, but facts which will induce them to commit themselves to it. One should be able to assume that the College's

Public Relations Department has accomplished this already. If not, the work of this important office should be investigated because it creates an image for the college, and thus makes the enlistment of trustees an easier job. If the Public Relations Department has not done the job, then the potential trustees must be convinced in some other manner of the importance of the college. A good case for its existence should be made. This case should prove that it is a service organization that is helping people and is a real asset to the church and the community, not only educationally but socially, culturally, and religiously. In addition, this case must convince people that the college is a sound operation, and that it is an institution which is succeeding in every way.

Once the case for the college has been made, the potential trustee must be shown how he can contribute to its life and growth. He must be challenged to believe that he can render a significant service to it which no one else can render as well as he can. He needs to know the importance of the part he can play. In other words, he must be made to feel that the college cannot quite succeed without him. If he can be made to feel that he is doing something worthwhile for the church, the community, and the people, he will work and work hard. Getting a trustee committed to this point sometimes can be a rather long process. He may have to be visited again and again by the President and probably by other members of the Board of Trustees. Sometimes it is difficult to even see him, but it usually can be accomplished if you simply say you want some advice. In the process of soliciting advice, a man can be informed and sold. Everyone likes to give advice and will usually do it free.

The potential trustee should be brought into some volunteer program first before being asked to serve on the Board. Through this service he will demonstrate what kind of trustees he would make. He will show whether or not he will be a worker. One of the best and hardest working trustees I have ever known was recruited in this manner. He was asked to serve in a fund-raising campaign for the college. The program was so bogged down it seemed that nothing could get it underway successfully. This is where he took over, working endlessly in the organization, working here and recruiting there the kind of people who could make the organization move. And move it did, with him leading the way in front and then going around to the back and driving those who were not keeping up. The campaign became a great success largely because of his labors. He proved that he would be a worker and was elected to the Board of Trustees. He came to the Board at the time when it needed to be led into an era of greater activity. Although he served as Chairman of this Board for only two years, he set a pace which was so fast it has been difficult to keep up with since his retirement from the Board. I am personally indebted to this man because he was the Chairman of the Board of Trustees of Ferrum Junior College. It was through his efforts that our institution was started in the right direction. In the process of working for the college, he became more committed to it. It became one of the first things in his life, and he too has since built a building. The interesting thing about this man is that all of the other colleges in the area had overlooked him when seeking big names for their Boards. There are others like him who would be a good find for some college.

People can be drawn into commitment to a college if they are brought to the campus to see the students, to meet the faculty, and be drawn into significant programs. Every college should have at least two big public days a year, such as Founders' Day and other Convocations which will bring people in large numbers to the campus. Potential trustees should be invited to share in these days, because they are impressed that the college can attract the attendance of so many people. They get caught up in the pageantry of the day and are inspired to want to help the college. In 1957, when Ferrum College had its first Founders' Day, five hundred people attended. One of our trustees-to-be remarked to a friend, "This day will mean a half-million dollars to this college." I am glad to report that we have raised five times that amount since that first Founders' Day program, and this good gentleman has been very instrumental in helping us do it. Consequently, you can understand my delight when I overheard another trustee-to-be make a statement during our 50th Anniversary Founders' Day this year. He said, "This day will bring a million dollars to this college." This is particularly important since we now need five times that amount to complete our building program. Few things can help in the selling process more than having people on the campus, especially for such occasions.

If you are to have a working board, a second technique must be considered. This is the assimilation of new members. Board members must be thoroughly and quickly indoctrinated and put to work immediately. Every Board of Trustees should have an orientation program for new Board members. There are many materials available for this purpose, but the Board should develop its own handbook. Every trustee should be formally inducted into a public service in a manner which will impress him with the importance of his responsibility. Newly elected Board members should be assigned to a working committee at once and at the same time he should be given a job either by the committee or by the President. It may not be a big job, but he should be asked to do something for the college which will help to get him involved.

More than anything else every Board member, if he is expected to do anything for the college, should be kept informed. The President should send regular reports. This can be done through periodic newsletters. He should send materials which will brief a Board member concerning the broader aspects of junior college education, such as the

American Association of Junior College's Journal. The more he learns about junior colleges in general, the more he will recognize the importance of the junior college of which he is a trustee.

A working Board of Trustees must be organized for work. Every Board should have working committees, generally known as standing committees. The number of these committees is not important if all of the necessary functions are performed. Some Boards will have only three, while others will have as many as fifteen. The important point to make is that each committee should have some definite assigned tasks. The Chairman of the Board of Trustees and the President of the College should keep three or four specific assignments before each committee at all times. With a little creative imagination, one can easily find jobs which need to be done in each of the areas of the college program. Constant refinement of the college program will result from this continuing study and work.

Committees should be serviced well by the President, who should meet with the committees at all times. Also, he should assign a member of his staff to assist the committee so that it will be freed of all detail and paper work. The President and his staff member will arrange for meetings, plan the agenda with the Chairman, and do whatever research may be necessary with reference to the items of business and have the reports available to the committee ahead of time. This servicing frees the committee's time for creative thinking and decision making. Committees which are properly serviced and which deal with specific functions will make reports to the Board of Trustees which will become the basis for the Board's meeting, thus expediting the work of the Board and making it more effective. At the time the committees are performing this function, they are also involving the members in the day by day operations of the college through which each member learns more and more about the institution and becomes more concerned with its welfare.

The President does not always have to recommend items of business or present his opinion on important matters. Sometimes it may be more diplomatic to simply bring before the Board those matters which must be dealt with by creating a dialogue between the Board, the faculty, and other interested groups. Sometimes by simply bringing up issues which the Board must face up to, the President can help the Board sell themselves on the course which the college should follow without having to impose his own personal opinions, especially in controversial issues. If the President wisely brings before the Board the problem and all of its implications, the Board of Trustees can be relied upon to make the right decision.

If Boards of Trustees are constituted of people who have the mind to work, individual members can be used to do specific jobs for the college, or small groups of the Board can be used in the same manner. Let me cite a few examples of this. If the Board has an eminent educator on it he can be used to help the faculty committees review and evaluate the program of the institution. If the Board has a member of the State Road Commission, or some one who knows a member, it may be that a road such as an industrial access road can be obtained for the college, or improvement made to the roads leading to it can be made. If the Board has a salesman, he can be used to go with the President to call on other people to help solicit gifts for the institution. If the Board has members who are business executives, they may be used to give advice on personnel, financial, or other matters which have to do with the business management of the college. On the other hand, some Board members would prefer to give service rather than money. For example, a man who builds roads might be willing to come in and help the college in its road-building program rather than make an annual contribution in dollars and cents. This is an acceptable gift. Every Board members is an ambassador for the college and should have a job to do. I know of one who looked upon his responsibility in this way. As a newspaper editor he wrote to all of his newspaper friends during the 50th anniversary of the college asking them to give advance publicity to its 50th anniversary program. The result in publicity was invaluable.

The working Board of Trustees must have big plans and big programs before it at all times to challenge the members to work for the college. The typical Board member is a man who thinks big and acts big in his own affairs. These people will be challenged only by an ambitious and progressive program. Every college should have some kind of ambitious development program going on at all times. It may be a capital program for new buildings, endowment, or salaries, or it may be a program aiming at excellence in curriculum improvement. Whatever it is, it should be big enough to capture the imagination of people and stimulate their thinking. It should be important enough to create public attention and make people want to be a part of it. I do not mean to imply that a college should have a "gimmick." I am saying no college is so good that it could not be better. Few, if any, colleges have ever reached perfection or reached a point where there are not ever present needs which should be met.

The working board will accomplish much for a college, and will accomplish even more if the members are willing to work at the important task of fund-raising. The Board is more than a policy making body. It is a body which has the responsibility of implementing its policies and this includes finances. The other work of the Board will be of little avail if the Board attempts to avoid this basic fundamental and primary task. The development of many colleges is limited by the refusal of these people to face up to this fact. Colleges cost M-O-N-E-Y and a lot of it. Fund-raising starts with the Board or it never starts. The Motto of the Wabash College Board of Trustees is "GIVE, GET, OR GET OFF." This may be blunt, but it is a rather necessary orientation of a trustee to the fact that one must pay the price for the high honor and unique privilege of serving on the Board of Trustees of a college.

Fund raising can be fun! It can be a most rewarding job for a trustee. He may dread it, he may fight it, but nothing will bring him more satisfaction than having part in a successful campaign for his college.

Fund raising is hard work! It involves making a case for inviting people to invest in the college, deciding on what projects are needed, building the organization of volunteers, and soliciting others to give generously. In this job, with a multitude of duties, each trustee can be given a task to perform. Each trustee should give according to his own means. People with means should set the pace for others. Each trustee can help recruit leadership and participate in the act of solicitation. Nothing hurts fund raising for a college more than for a trustee to display a lack of interest. Initial recruitment for this work is especially important, and the influence of the trustees is a necessity. Every trustee should help solicit others for annual gifts. Each trustee should see at least ten or fifteen persons every year. Trustees also should help the President identify potential big givers who can make substantial contributions to the college.

Fund raising should be an ongoing year in year out affair rather than a special campaign. It should involve approaching all publics, alumni, parents, individuals, corporations, foundations, and the sponsoring organization. It should involve short range plans, such as annual giving and special giving for capital and other purposes. It should involve long range plans such as giving through wills and bequests. Obviously, a program as extensive as this cannot be carried on by the Development Office or the President alone. It requires the participation and support of all trustees. It simply cannot be done without their help.

Trying to get a trustee involved in working for a college is the most rewarding work a President can do. He can actually see the effects on the lives of those who have been trustees. It does them as much good as it does the college. No one has ever served a great cause that it did not do him more good than the cause. No one has ever made a gift so great that he did not benefit from it as much as the recipient. No one has ever lost himself in work for a college that he did not find his own life richly rewarded. I have seen men change - I have seen men grow - I have seen men moved and have seen them helped personally because of their involvement and commitment to higher education. There are many trustees who will stand before you and testify that in working for colleges they have had a lot of fun - they would tell you that they have accomplished much. They feel they are building for eternity. Surely we would never want to deny these people this kind of privilege. Rather, we should encourage more trustees to work for their colleges.

SELECTING AND WORKING WITH AN ARCHITECT

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The real demand for school buildings had its start following the end of World War 11. This fact came as a result of the increased birth rate and the children born during this period were referred to as "war babies". In the years between 1946 and the early fifties their impact was felt at the elementary school. Later, when this group reached the Junior High School a great need also became apparent in this area.

Then - in the late fifties the wave hit the high schools, and pressure was on to provide enough space at this level to take care of the need.

They are now, and have been for the past four years, flooding the colleges and the universities, and it is my belief that this is only the beginning. Recent surveys predict that by the years 1970 and 1975 twice as many kids will be demanding a college education as are currently enrolled. If this prediction proves to be only reasonably correct - it follows that a tremendous amount of space for teaching will be needed at the college level. This does not necessarily suggest that in case we do have twice as many kids wanting to go to college that we will have to double the space - but it does SUGGEST MORE EFFICIENT USE OF PRESENT SPACE AND THE DESIGN AND CONSTRUCTION of an infinite number of new buildings and, in many instances, ENTIRE NEW COLLEGES.

The end result will be that you people - here at this Institute - and others like you, will, in all probability, be confronted with the problem of selecting an architect to assist you in SOLVING your building needs.

One of the most important responsibilities that confronts the administrative staff of a college is the selection of their architect. The construction costs alone could increase from 5 to 15 per cent as a result of poor or inadequate architectural services. A good share of responsibility for well-designed college facilities falls on the shoulders of the School Architect. Therefore, his selection should be carefully considered.

The selection of the architect should rarely, if ever, be the decision of one individual, and more ideally, it should be the result of a meeting of the minds by those responsible for PROGRAM PLANNING, SUPERVISION OF CONSTRUCTION, AND SUPERVISION OF MAINTENANCE AND OPERATION AFTER CONSTRUCTION.

An Architect who is entirely satisfactory to one Owner or on one project may prove quite unsatisfactory to another Owner for a different project. It is, therefore, necessary that the Owner establish basic factors which they are convinced are essential to their own needs.

There are many architectural firms who have designed and built a lot of schools and refer to themselves as "school specialists". This may or may not be the case. Certainly it is true that there are many architects in the United States who do a creditable job in designing schools. Some of the so-called, self-styled "school specialists" will say to the Owner, "Give us the number of classrooms, laboratories, workshops, etc., etc. you want, and the amount of money budgeted for your project. Then leave it to us, and we will design for you a college that will fulfill your every need". They will take this information and in a short period of time return with the necessary floor plans and a pretty picture. Some administrators like this because IT RELIEVES THEM OF HAVING TO THINK ABOUT THE SITUATION and SAVES THEM A LOT OF HARD WORK.

Colleges designed by this procedure can be, and in most cases are, practically worthless. WHY? Because they DO NOT DEFINE AND SOLVE THE BASIC AND

INTRICATE PROBLEMS that surround the DESIGN of a college.

There are relatively few individuals who ever go through the process of selecting and working with an Architect. Consequently, they do not have the opportunity to know what an architect is, what he is supposed to do, and what his status is.

An Architect is an Owner's PROFESSIONAL ADVISOR in the DESIGN AND CONSTRUCTION of a building or complex of buildings. His position is midway between that of the College President and his Board and that of Contractor and Builder.

The following is what he does:

The Architect in working with the college administrator and his staff arrives at concepts and principles surrounding the school philosophy and program. He develops these concepts and principles into schematic designs which in turn lead to a recommended solution of the project.

The Architect submits to the Owner a statement of probable project construction costs.

The Architect prepares from the approved schematic design studies the design development documents consisting of plans, elevations, perspectives and other drawings sufficient to illustrate the size and character of the entire project.

The Architect then expresses the approved design development drawings in blueprints of working drawings and specfications that can form the basis for an actual contract with a contractor or builder to construct a building or group of buildings.

The Architect is responsible for filing the required documents to secure approval of governmental authorities having jurisdiction over the design of the project.

The Architect assists the Owner in obtaining proposals from contractors and in preparing construction contracts.

The Architect supervises the construction to see that the Owner is actually obtaining exactly what he contracts and pays for.

The Architect does many other things along the way that assist the Owner; such as, helping is site selections, materials selections, keeping a record of accounts and payments to contractors, and the issuance of a final Certificate of Payment.

While it is true that the success of a school building project rests with many people, it is the architect who determines whether the completed structure will be "just another building" or truly an "ENVIRONMENT FOR LEARNING".

Therefore, what should one look for in the selection of the Architect? How should he be guided?

It is obvious that experience is important. Certainly on large projects it is quite vital. But experience itself is not the answer. An Architect may have had many years of experience doing the same thing over and over again. Repetition alone does not make for excellence. A young or new Architect may be able to seize upon concepts and principles expressed by the Owner, and with originality, design and plan a building which will be a real contribution to college and education and to architecture.

Does the Architect know his business?

Is he thoroughly competent and qualified to give services which only an Architect can give?

Is he a leader in his profession?

Does he have designing ability, the special ability in designing the type of building desired?

Does the Architect have proper technical staff in his office or is he affiliated with accredited professional technicians which allow him to give proper engineering compatible with the scale of project that is proposed?

Are the buildings which he has erected highly satisfactory from the standpoint of safety, sanitation, heating, ventilating, and lighting?

Has he a good sense of economy? Does he know where to economize?

Does he appreciate the fact that utility is the first consideration and economy, the second?

Has he the ability to prepare for designs which will require the least outlay for maintenance?

Is he economical, but not to the point that durability is sacrificed or that resultant maintenance costs are made unusually high?

Is he a specifications writer of the highest rank?

Does the Architect supervise construction properly and see that the payments are made correctly to contractors in order to protect the Owner's financial interests?

How well does the Architect get along with his clients, contractors and fellow architects? An architect must work with many people and the quality of his human relations is a matter of real importance. What is the Architect's reputation on previous jobs? Has he stayed within his budget? Does he satisfy the Owner? Does he have patience and desire to respect the opinion of others? Do his buildings have character, warmth and atmosphere, or are they cold, institutional; imposing or inept?

Is he a highly competent executive who will protect the Board's interest at all times?

Are his honesty and integrity above question? Is he financially honest and not connected with any producer or contractor?

SELECTING METHODS

There are any number of ways in which a Board of Education may select an architect, although basically these can be grouped into three general categories; namely,

1. DIRECT SELECTION
2. COMPARATIVE SELECTION
3. DESIGN COMPETITION SELECTION

In the DIRECT SELECTION method the Board may select its architect on the basis of his reputation, demonstrated ability and the recommendations of others for whom the architect has rendered service.

The COMPARATIVE METHOD calls for selection from a group of architects who are given opportunity to present evidence of their qualifications, either by means of a written application or personal appearance before the Trustees, or as is most often the case, by both written application and personal appearance.

This is by far the most popular method of selecting an architect. From the experience of our firm and other firms, it is recommended that from three to five firms be considered and granted interviews, these representing the best qualified from the group making application. If more than five firms are interviewed, the trustees tend to become confused and usually the final decision does not result in the best selection for the job.

The firms chosen for personal interviews should be given one to two hours - this allows the architect adequate time to present his qualifications and experience and gives the Owner a better chance to form a judgment of the architect's abilities.

To go further - the Owner may wish to inspect completed projects, visit with others who have used the Architect's services, and contact contractors and construction supervisors who have worked with the Architect.

In the DESIGN COMPETITION SELECTION method the Architect is selected by means of an architectural competition. The American Institute of Architects has set up rules to regulate this method of selection. Essentially it requires a competition advisor and a qualified jury of architects to judge the results of the competition.

WORKING WITH THE ARCHITECT

Once the Architect is selected the work is just beginning. It must be assumed that the administration and the Trustees have complete confidence in the firm chosen to do the proposed project.

Throughout the course of the project there must be team action between the Owners and the Architect to insure the best possible results.

I have mentioned previously the duties of the Architect and now I wish to state the basic responsibilities of the OWNER:

1. Provide full information as to his requirements for the project.

2. Examine documents submitted by the Architect and render decisions pertaining thereto promptly and observe the procedure of issuing orders to contractors only through the Architect.

3. Furnish a certified survey of the site giving all necessary information about the site.

4. Arrange for such legal, auditing and insurance counselling services as may be required for the project.

There are other matters that are not so basic but are necessary to achieve a satisfactory job; such as, cooperation, understanding and whole-hearted assistance. These factors will make the team a dynamic force.

Designing and building a college is an exciting and interesting creative experience, but it is not all glamour. The pretty pictures are glamour, and the finished product is glamour - but what goes on in between is sometimes no bed of roses. This is because the building industry is an extremely complex activity and to complete a building requires the efforts of a large number of people and the collection and assembling of thousands of different kinds of materials.

Problems are bound to result, but these can be solved satisfactorily through the proper understanding on the part of all concerned. Very often the key to the solution of problems that do occur rests within the limits of the college president's authority. It takes strong teamwork. Therefore, the president must of necessity be a strong member of the team and assume leadership.

In order to obtain an up-to-date progressive college design the president must display a degree of creativeness and vision concerning the aims, goals and objectives of the educational program of his college.

I recently heard the following statement made by a respected educational leader, "The college president has to make a statement of philosophy. If he does not, or will not, then no one else can or will."

The president and key members of his staff must provide the educational concepts and be able to communicate these to the architect - and the architect must be able to communicate with the educators and understand what the process of education is all about.

The Architect must be given the educational program. This is sometimes accomplished through a document referred to as "educational specifications". This is frequently prepared as a result of seminars and conferences which on occasion involve the talents of outside educational specialists.

The following is a SUGGESTED PROCEDURE to follow:

1. Employ your architect early and take advantage of his knowledge and experience to develop the project. For example; if there are a number of possible sites, the architect can be most helpful in the site selection.

2. Develop the Educational Specifications which include the philosophy - aims, goals and objectives of the college, the area to be served, the industrial-economic climate, the cultural and educational setting, enrollment projections, enrollment by programs and, finally, instructional space requirements together with support and administrative areas.

3. Develop a team from your staff.- to include Dean, Department Heads, creative teachers to help the architect understand the needs as completely as possible.

4. If possible - employ a qualified outside Educational Specifications Writer (Educational Consultant) to assist in perfecting the program requirements.

5. Have seminars and conferences to digest and understand the program.

6. When these are done, the architect is ready to begin the Design Analysis Stage. This will include:

   a. Functional relationships of major academic grouping and support facilities.

   b. The site, its size and location, topography, soils, drainage, cover, land use, utilities, access, traffic generation.

   c. Climate.

   d. Site Utilization.

   e. Landscape.

   f. Circulation - car and pedestrian.

7. Finally, comes the Design Stage. It will include - stating a design concept - which is influenced by program, site, climate and cost.

8. The solutions to the problems are found. The finished design is completed.